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ABSTRACT

Forty college and university directors of field experiences (from 40 different states) responded to a survey on their payment practices for cooperating teachers. A wide variety of payment practices exists among the states, ranging from no payment, tuition waivers, to various amounts of money. Most directors indicated that their system of payment was consistent with other institutions in their state. The majority of respondents, whose university operated on the semester system, said that there was no difference in payment for quarterly versus semester arrangements. Few changes were noted in the amount paid to cooperating teachers in the past ten years. Fifty percent of the directors knew of no impending pay changes among the institutions in their state. The state board of regents, state legislature, and state educational association were mentioned as having the most influence on payment practices. Sixty-five percent of the respondents said that school administrators were not paid for having a student teacher in the building. Eighteen percent of the directors indicated that they paid teachers for working with early field experience (pre-student teaching) students. It is concluded that, to ascertain if a trend is emerging to change present payment policies regarding cooperating teachers, a broader indepth survey should be made. (FG)

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Cooperating Teacher Remuneration: Where Are We?

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COOPERATING TEACHER REMUNERATION: WHERE ARE WE?

Whenever a group of professional supervisors get together a topic that always comes up for discussion is that of cooperating teacher remunerations. This became an agenda item for the fall 1979, meeting of the Washington Council of Deans and Directors of Education (WCDDE). The topic was centered around the trend, if any, seemed to be amongst the institutions of higher education in the State of Washington on what each was paying their cooperating teachers to work with a student teacher or field experience student.

In preparation for the meeting, the author felt that it would be helpful to know what the "State of the Art" was around the nation for a comparison. To gather the needed information, an eleven item questionnaire was developed on payment practices as they related to student teaching and early field experience. (See Appendix)

After discussing the project with several directors of student teaching, it was decided that because of time and cost, one of the best ways for a sampling would be to select the recipients of the survey from the ATE Directing of Collegiate Field Experience Administration directory. Each state has a designated contact person or representative marked in the directory. A survey questionnaire was sent to each of these contact directors and was asked if their policies were consistent with the other institutions in their state.

A total of forty-nine questionnaires (excluding the State of Washington) were sent to the contact persons. Each was asked to complete the form and return in two weeks. By the end of the two week period there were thirty-

seven or seventy-five (75.5) percent returned. By the following Monday, three more were received for a total of forty, or eighty-one (81.5) percent of the questionnaires returned. Many of the respondents returned their questionnaires with a letter stating their support for such information.

The responses to the first question resulted in a wide range of payment practices among the institutions surveyed. The range was from no payment at all to a tuition waiver worth $390. There were five institutions that gave tuition waivers worth two to three credits. Two indicated a time limit of one to three years for these waivers.

The amount of money given by each institution surveyed varied from a low of $35. to a high of $200. Fifteen percent of the respondents said they paid $50. to each cooperating teacher while five, or 12.5 percent indicated they paid $96. to $100. Nine, or 22 percent paid more than $100. to their cooperating teachers. Figure one shows the percent of responses for each of the listed payments to a cooperating teacher.

Amount Paid to Cooperating Teacher

%	$35	$48	$50	$60	$65	$75	$96	$100	$125	$150	$200
2%	X	X		X	X		X		X		
5%					X					X	X
7.5%						X					
10%								X			
12.5%											
15%			X								

Figure 1

Seventeen percent pay a given amount per credit hour. This ranged from $3.33 to $10.00 per credit hours. One institution paid a flat fee of $25. plus $5. per credit hours. Figure two shows this data plus the type of system they are working under.

Number of Respondents	Amount	Quarter/Semester
1	$3.33 credit hours	Quarter
1	$5.00 credit hour plus $25.00	Quarter
1	$5.00 credit hour	Quarter
1	$6.25 credit hours	Quarter
1	$8.00 credit hour	Semester
1	$8.00 credit hour	Semester
1	$8.33 credit hour	Semester
1	$10.00 credit hour	Semester

Figure 2

Question Two:

Seventy-seven percent indicated their system of payment was consistent with other institutions in their state. Ten percent said they did not know if there was a difference in payment policies while 12 percent said it was not consistent. For those responding "No", the differences that were mentioned were more money (up to $50. more than they paid) or giving tuition waivers in addition to the remuneration.

Question Three:

Forty-eight percent said there was no difference in payment because of the amount of time a student was in the classroom, i.e., quarterly vs. semester. Twenty-three percent did not respond to the question. Twenty-eight percent

indicated the differences were pro-rated, paid by the week, the credit hour or unit. Some had both a full semester and a half semester experience that affected the payment. Others paid according to the grade level subject area that a student was assigned to.

In response to question four, seventy-eight percent said they were on the semester system. All the rest were on the quarter system. There was no response to the question on one of the returns.

Question five asked if there had been a change in the amound paid to cooperating teachers in the last five years, ten years. Sixty percent said there had been no changes in the last ten years. Ten percent did not respond to the question. Though thirty percent indicated there had been a change in the last five to ten years, only ten percent stated what these changes have been. Figure three listed these changes.

FROM	TO
$65.00	$100.00
$37.50	$100.00
Six Semester credit hour T.W. & $25.00	$150.00
Credit hour $4.00	$ 6.00 per credit hour
?	$ -0-
$70.00	$35.00

Figure 3

As indicated in figure three, the majority of the changes in the last five to ten years have been to increase payment. Five percent of these changes have been to decrease the amount paid to a cooperating teacher.

Question six asked if the respondent knew of any changes in the policy to pay cooperating teachers in their state. Thirty-five percent said they knew of a change being made in their present payment policy. Fifty percent said they did not see a change coming. Ten percent of the responses were blank with about five percent saying that discussions were going on to decide if there would be any changes. Figure four shows the types of changes that were asked for in question seven.

Proposal Changes in Payment Policies

FROM	TO	RESPONSIBLE FOR PAYMENT	RESPONSIBLE FOR CHANGE
$50.00	$200.00	State Dept. of Ed.	State A.T.E.
?	-0-		State Legislature
$125.00	-0-		State Legislature
3 credit T.W. $100.00	$100.00	University/College	State Board of Education
$50.00	$200.00	University/College	Local E.A.
$50.00	$ 75.00	University/College	Council of Academic Office of Regents Legislature
Present Salary Step	One step on salary. Same for semester	University/College	State Dept. of Public Inst. Local school districts
-0-	$200.00	State Dept. of Education	State A.T.E. State E.A. A.A.C.T.E.
$200.00	$300.00	State Dept. of Education	State A.T.E. State E.A.
$50.00	$0 on T.W.	University/College	University/College

In response to question eight, there were many groups mentioned as ones who were responsible for any change or trends in the payment of cooperating teachers. Figure five shows the groups mentioned and the percent that each was mentioned.

%	S.P.I.	L.E.A.	U. ADM.	STATE A.T.E.	REGENTS	STATE LEGS.	STATE E.A.	A.A.C.T.E.
2%								X
5%	X							
8%		X						
10%			X					
13%				X				
16%					X	X	X	

Figure 5

The State Board of Regents, the State Legislature and the State Educational Association were the ones mentioned most as having the most influence. The state unit of ATE was next for having an active part in influencing change as new trends at the state level.

Question nine asked if there was a payment given to the school administrators for student teachers assigned to their building. Twenty-six or sixty-five percent said that they did not pay school administrators for having a student teacher in their building. Eleven or twenty-eight percent said they did. Figure six lists what the payments are to the building administrators.

ADMINISTRATOR PAYMENT
$10.00 per student teacher up to $40.00 per term
15% of cooperating teachers in building per term
$1.00 per credit hour of student teacher
$25.00 for 1-3 student teachers. $100.00 for 4-10 student teachers
$25.00 per student teacher up to 4 student teachers
$30.00 per student teacher
$50.00 per student teacher - max of $600.00
$500.00 per Elementary Building
Reduced Tuition

Figure 6

Only eighteen percent of the respondents indicated they paid their teachers for early field experience students. These payments ranged from one tuition waiver for these students to $100.00 for a semester. Figure seven shows how each teacher and administrator was paid by those that responded yes to the question.

TEACHER	SCHOOL ADMINISTRATOR
20/9	----
40/	----
$20.00	$5.00
----	$100.00 observation supervisor
10 student=1 cr hr	10 students = 1 cr hr
$30.00	----
3 credits to T.W.	3 credits for T.W.
3 student teachers = 1 T.W.	3 students = 1 T.W.

Figure 7

Question eleven asked if the respondent knew of any other state institutions that paid for early field experience. Only one indicated they knew of another institution following this practice.

After compiling all of the data from this brief sampling, the author concludes there should be a much broader and in-depth survey made to know if there really is a trend to change present payment policies to cooperating teachers. More contacts need to be made in each state to get a better picture of the mood for change in each part of the country.

COOPERATING TEACHER SURVEY

Please complete and return this form by _____,to:

Dr. Don Black
Administrative Assistant
Central Washington University
Ellensburg, WA 98926

The following information is from _____State.

1. How much do you pay your cooperating teachers?_____
2. Is this consistent with the other institutions in your state?_____
   If not, how much do they pay their cooperating teachers?_____
3. Is there a difference in payment because of the amount of time the student is in the classroom?_____(i.e., quarter/semester)
4. Are you on the quarter or semester system?_____
5. Has there been a change in the amount paid your cooperating teachers in the last five years?_____Ten years?_____
6. Do you see a change in the policy to pay cooperating teachers in your state?_____
7. What is this change?_____
8. Who or what group would be responsible for this change or trend?_____
   _____
9. Do you also pay school administrators for student teachers assigned to their building?_____If so, how much?_____
10. If you have an early field experience (pre-student teaching) do you pay the teacher or administrator?_____
11. Do any of your other state institutions pay for early field experience?
    _____If so, how much?_____